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ABSTRACT

The publication presents guidelines to assist secondary schools in developing and implementing a job placement service within an existing guidance program. The need for and the goals of a school placement program are given. Areas to be considered in developing a program according to one of three organizational patterns (decentralized, centralized, or cooperative) are outlined as: advisory council selection, survey of local job opportunities, communication between counselors and teachers, coordination with local employment security division and employers, cooperation with community agencies, organization of occupational information, preparation of students for meeting with employers, student involvement in the placement service, followup services, use of student appraisal instruments, forms and record keeping, evaluation of services, career exploration clubs, and program publicity. Descriptions of five model programs with basic purposes of (1) providing a transition from school to work for students leaving the public schools and (2) placing students in work experiences as part of, or as a result of, their education are presented. The descriptions identify the school district, a contract person, purposes, and activities of the programs. The need for recordkeeping is pointed out and 10 sample forms are provided. A 12-item bibliography concludes the guide. (Author/HS)

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JOB PLACEMENT PRIMER

Indiana State Department of Public Instruction, Harold H. Negley, Superintendent
1975

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Preface

This publication was developed as the result of a State Department of Public Instruction job placement workshop. At this time many counselors requested guidelines for setting up a school placement service.

It is hoped that this handbook will serve the request and be useful in determining the process of job placement and assist local schools in the development and implementation of a placement service within their present educational program.

The author by no means suggests to dictate one placement program design. On the contrary, several designs are identified, guidelines for implementing programs are defined, outstanding placement programs are described and sample forms are illustrated. Additional assistance is available by request through the Division of Pupil Personnel Services.

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Introduction

Post-high school education placement services are traditionally well advanced in most secondary guidance programs. However, school counselors are being criticized for providing these services to a select few students at the expense of the majority. Specifically, counselors have been charged with aiding those students bound for higher education while almost ignoring those students bound for immediate employment. It is recognized that these charges are essentially unfair since most counselor preparation programs do not provide training information or experience in job placement for the potential counselor.

Nevertheless, counselors are being held responsible for a lack of job placement assistance to students. Highlights from the data provided by the probability sample of seniors who participated in the base-year survey of the *National Longitudinal Study of the High School Class of 1972* supported this charge when at least two-thirds of those students expressing an opinion indicated that schools should have done more to help students "find jobs when they leave school."[1]

The *Sixth Report of the National Advisory Council on Vocational Education* (1972), "Counseling and Guidance: A Call for Change," recommends job placement services be considered as a major function of school guidance programs. Venn cited support of this recommendation at the 1973 American Vocational Association conference by pointing out in his address that "guidance counseling is 'trending' toward job placement functions." Seventeen states, he noted, have either introduced or passed legislation mandating the high school's responsibility for assistance in the job placement function.

Sidney P. Marland, former U.S. Commissioner of Education, writes in *Career Education* that:

> *Educators must be bent on preparing students either to become properly and usefully employed immediately upon graduation from high school . . . . Placement services in the school system will assist every student, especially the student leaving before he completes the 12th grade, to plan the next step in his development. Job entrance will be just as important as college entrance to counselors and teachers. Skill credentials, universally recognized, will be just as valued as the commonly accepted credentials for college entrance.*[2]

More recently, Dr. Kenneth B. Hoyt, Associate U.S. Commissioner of Education responsible for career education, makes this statement in a proposed American Personnel and Guidance Association position paper entitled "The Counselor's Role in Career Education":

> *Whether seen in a leadership or only in a participating sense it is essential that the counselor be actively involved in the following additional roles: . . . . Organize and operate both part-time (for persons still in school) and full-time job placement programs (for school leavers).*[3]

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[1]William B. Fetters, *National Longitudinal Study of the High School Class of 1972* (Washington, D.C.: DHEW No. [OE] 74-11116, U.S. Government Printing Office, Public Documents Department, 1974), p. 7.

[2]*Career Education* (Washington, D.C.: DHEW No. [OE] 72-39, U.S. Government Printing Office, Public Documents Department, 1972), pp. 3-5.

[3]Kenneth B. Hoyt, "The Counselor's Role in Career Education" (U.S. Office of Education, Washington, D.C., 1974 [a paper presented for the APGA], p. 17.

Two important reasons then become apparent for developing and implementing an effective job placement program: (1) to motivate students to complete their education and (2) to aid students in becoming employed. This process can assist in bringing the student from a fantasy level of "what do I want to be when I grow up" to a realistic level of "what can I do that I enjoy, in relation to what is available in the real world of work."

Effective job placement programs can help students develop positive self-concepts and experience feelings of security by providing support as they are introduced to employment. It is recommended that a job placement program be available to *all* students and should be a vital component of a standard school guidance program.

Goals

1. The job placement coordinator will seek to establish an organized and systematic job placement service as a part of the school guidance program.

   a. A model will be developed for a local school-based job placement program before implementing the program.
   b. This model will be disseminated to students, faculty, parents and other interested school publics, including the local Employment Security Division.

2. The job placement coordinator will develop the school placement program in a cooperative effort with the local Employment Security Division.

   a. Specific steps will be listed that prospective employers and prospective employees shall follow when using the placement service.
   b. The job placement program will identify job openings, inform students about openings and match students with jobs.
   c. The placement service will be available to *all* students for part-time, work-study and/or full-time employment.

3. An evaluation plan will be developed and implemented as a part of the job placement program. Follow-up data will be collected and used as feedback for the overall school curricula planning.

Developing a Placement Model

Placement is viewed as a component of a standard guidance program. Because of this, a separate placement staff and facilities are not suggested. In a large guidance program, a coordinator responsible for placement activities might be identified.

No one single plan will be recommended in this paper, as each local program will want to design a model to fit its own specific needs. However, three organizational patterns seem to be used the most at the local school level. The first, the decentralized plan, sees teachers and vocational coordinators responsible for most placement with counselors' involvement only incidental. The centralized plan is the second pattern. This approach provides one placement office for a school or a group of schools with a placement coordinator designated as responsible. The centralized plan coordinates all placement initiated within the educational program. The third, a cooperative plan, organizes both school and community resources into a total placement effort. While any of these plans or combination of plans might be desirable, it is anticipated each school will develop a plan best suited to the needs of their students, staff, community and budget available.

In developing or expanding a school-based job placement program the following areas should be considered. Priorities for the development of each area will be determined by existing placement activities and/or the opportunity for further expansion of placement services.

ADVISORY COUNCIL SELECTION

Advisory council members should be selected by an interview procedure. At this time, discussion should center around role function and time commitment involved in being on the council. Final selection should be agreeable to both parties. Members of the council should meet once a month and serve as advisors to the placement program. Some of the major functions of this council might include:

A. Developing program philosophy and clarifying program objectives.
B. Organizing and utilizing resources of school, community and employers.
C. Developing open lines of communication between vocational coordinators and other school personnel.
D. Developing job opportunities.
E. Developing an evaluation and study of effectiveness of placement services for feedback value to aid in making the curriculum more relevant.
F. Instituting better communication between community agencies, businesses, industry, labor and school personnel.
G. Determining length of council membership.

Membership may include representation of the following:

A. Students and parents.
B. Vocational coordinators, teachers, administrators, guidance personnel and curriculum coordinators.
C. Business and industry.
D. Labor and business organizations.
E. Community agencies and organizations.
F. Employment Security Division.

CONDUCT A SURVEY OF LOCAL JOB OPPORTUNITIES

Effective communication must be established between the school, employers and organizations engaged in employment and/or training of youth. Personal contacts and direct communication with potential employers by school personnel are found to be very beneficial and should be utilized whenever possible.

A. Cooperate with the local Employment Security Division in developing and utilizing employer contacts.
B. Establish personal contact with local industrial commissions, planning boards and chambers of commerce.
C. Visit local employers and personnel managers to determine employment needs and to evaluate employment sites.
D. Survey vocational training opportunities, including apprenticeships, adult education programs, area vocational programs, business sponsored education and training opportunities, community and technical training colleges, Manpower Training Centers and special needs college programs.
E. Develop contacts regarding opportunities for the handicapped, minorities and others representing special needs.
F. Develop and maintain an up-to-date community resource directory of potential employers listing entry level, full-time and part-time jobs for all levels of abilities and interest, including jobs for the handicapped.
G. Maintain placement records, including student employee and employer comments regarding the job experience.
H. Coordinate and communicate all activities with vocational educators and other educational staff members.

ESTABLISH AN INTERDEPARTMENTAL RELATIONSHIP BETWEEN TEACHERS AND COUNSELORS

An effective placement service is a direct result of a well organized and continuous communication between teachers and counselors. A relevant education for students requires the service of teachers who have broad preparation and experience in their respective fields. Only in a school where communication and cooperation between members of the educational team is fully developed will the student gain a comprehensive education.

A. Implement staff development programs explaining the job placement service involving administrators, teachers, counselors, business, industry, labor organizations, community agencies, parents and students.
B. Encourage teachers, counselors and other community groups to participate in job opportunity surveys, evaluation of placement programs and dialogue with business, labor and industry groups.
C. Keep teachers, administrators and counselors informed of placement program by regular reports.
D. Begin coordinating all school initiated placement efforts into a total program relative to the career development needs for all students.

COOPERATE AND COORDINATE WITH LOCAL EMPLOYMENT SECURITY DIVISION AND EMPLOYERS

To maintain good communications and public relations regarding job opportunities, immediate attention must be given to each request. Each employment request should be recorded, posted and

discussed with students showing interest. Whenever possible, more than one applicant should be referred to the local Employment Security Division or prospective employer so that the final decision remains with the employer.

A. Develop guidelines covering placement procedures for school, Employment Security Division and employers.
B. Develop guidelines and responsibilities of the school in relation to employment of students in part-time and full-time jobs.
C. Develop and implement a record system for all necessary information pertaining to job requests.
D. Assist students in filling out job applications, preparing for job interviews and setting up job interviews.
E. Invite prospective employers to use school facilities when appropriate and to observe prospective employees engaged in school tasks.
F. Cooperate with employers in integrating the development of positive work attitudes into the ongoing curriculum.
G. Encourage employers to make placement program and curriculum recommendations.
H. Keep abreast of all changes in local, state and national labor laws and trends.

INITIATE COMMUNICATION AND COOPERATION WITH COMMUNITY AGENCIES

An interdepartmental relationship between the school and community agencies is vital to the success of a placement program. Services and opportunities are often available, but due to lack of communication between agencies, they are not utilized. By establishing a continuous communication with local agencies, such as the Chamber of Commerce, Children's Welfare, Community Action Programs, Employment Services, Probation Bureau, Public Health and Rehabilitation Commission, a more effective program can be developed.

A. Develop and keep up-to-date a directory listing and describing the services of each agency in the community.
B. Issue a special invitation to personnel of local community agencies to participate with the school to better serve the students' needs.
C. Work with the local community agencies at every opportunity, not just when they can assist the school.
D. Plan for follow-up meetings with those agencies that are involved in specific student cases for whom you are seeking job placement and related services.

ORGANIZATION OF OCCUPATIONAL INFORMATION

Occupational information plays a major role in a job placement program. Current information about job requirements, training, availability and trends, ranging from national to the local level, is essential. Information may be printed or recorded on tapes, slides, transparencies, film or videotapes. It can be obtained directly from business, industry and labor organizations, public service organizations and other reliable private informational sources. Much information may be obtained by talking with or observing workers in the local community.

A. Collect, organize and keep current all occupational information materials.
B. Locate occupational materials so that they are easily accessible to *all* students.
C. Cover as wide a range of occupations as possible, including materials related to labor laws.
D. Update *all* materials continuously.
E. Encourage teachers to focus some student reports on local occupational information and retain these on file.

F. Develop a resource directory of local employers who will talk with students at school and/or at their place of work.

ASSIST AND PREPARE STUDENTS FOR MEETING WITH EMPLOYERS

Many students have difficulty in completing employment applications and in presenting themselves during employment interviews. Counselors and teachers in a cooperative effort will need to review these techniques with students in order to make the students' experiences more satisfying. A special program may need to be developed for students needing remedial assistance pertaining to job preparation needs. Since many employers set standards regarding acceptable work habits, dress and on-the-job behavior, it would also be helpful to review these considerations with students.

A. Ask teachers for assistance in discussing and illustrating the use of the application for job opportunities.
B. Work with teachers in preparing students regarding interviewing techniques.
C. Assist students in formulating an assessment of their interests, abilities and current training.
D. Provide students with the opportunity to participate in follow-up job counseling on an individual and/or group basis.

INVOLVEMENT OF STUDENTS IN SETTING UP AND OPERATING A JOB PLACEMENT SERVICE

Students who are provided an active role in their own experiences generally show greater concern and are more motivated towards success. Some of the areas where they may contribute and enhance benefits include:

A. Community survey of jobs.
B. Organization of field trips, speakers, audiovisual aids and resource materials.
C. Newsletters, bulletin boards and displays.
D. Records and keeping job data up-to-date.
E. Clerical office work.
F. Career club organization and operation.

FOLLOW-UP OF STUDENT REFERRALS TO EMPLOYERS

The placement coordinator should maintain a continuous contact with both the potential employee and employer after each referral. This expression enables the coordinator to gain information pertaining to the strengths and weaknesses of each potential student employee. This procedure also shows the continuous interest on the part of the school and reinforces the confidence of the employer in the school placement program. Occasional visits to the job sites by the placement coordinator should be planned on the basis of need.

One of the most important aspects of the follow-up procedure is the collection and use of placement information so that effective feedback into the curriculum may be implemented.

A. Verify placement of the student in employment.
B. Follow-up each initial employment interview by contacting both potential employer and employee.
C. Visit job site during the first month of the student's employment.
D. Follow-up students not employed and determine reasons for unemployment and attempt to develop a remedial plan of action.
E. Communicate with employers to discover the on-the-job development of each placement.

USING APPRAISAL INSTRUMENTS AS AN AID IN RELATING THE STUDENT'S ABILITIES AND INTERESTS TO EMERGING VOCATIONAL IDENTITY

Appraisal results assist the counselor in aiding students to explore their potential on the basis of reasonably valid information that may not be readily available through class experiences or observations by the student himself or school staff and employers. Basic testing programs should include both standardized tests and appraisal instruments and locally developed instruments.

A. Standardized tests and appraisal instruments

1. Existing testing programs should be made applicable to the career development needs of students.
2. Interpretation and follow-up of tests should be in accord with respective needs of students, pertinent to their curriculum planning and placement desires.

B. Locally developed instruments

1. Student questionnaires relative to curriculum and/or vocational aspirations.
2. Student surveys assessing individual interests and abilities.
3. Community surveys assessing local employment opportunities.

FORMS AND RECORD KEEPING

The variety of forms and techniques for record keeping indicate the many effective ways of implementing their use. A well organized system of record keeping can greatly increase their effectiveness. Locally developed forms and systems for keeping records should include the following areas:

A. Survey questionnaires pertaining to interests and abilities as related to job needs.
B. Applications for job referrals.
C. Employment agreements by the school, student, parent and employer.
D. Follow-up on job performance.
E. Student job and/or further education planning data.
F. Services evaluation log, so that final reporting related to the program may occur.

EVALUATION OF PLACEMENT SERVICES

The primary purpose of placement is to assist students toward making an occupational choice or adjustment. Evidence of the effectiveness of this program is an inherent aspect of its existence and the need to continue and/or expand it. However, questions regarding the contributions of the program to the progress of involved students and benefits to the overall educational experience must be answered. How does the program affect student behavior? Does attendance improve? Do grades go up? Do student school and job efforts increase? Are more students identifying with sound career goals? Is community cooperation improving? Are teachers updating instruction to relate to the real world? Are employers satisfied? These and many more questions must be asked and their answers backed up with data to be used in improving the total educational program.

A. Develop necessary forms, procedures and techniques for data collection, interpretation and reporting.
B. Keep a log of activities including daily contacts, survey information, referrals and other follow-up information.
C. Develop and disseminate a report of findings and an evaluation to be used for:

1. Curriculum feedback information, especially as it may pertain to the expansion and development of additional courses.
2. Inservice information and training for educational staff.
3. Up-dating placement services.

ORGANIZE CAREER EXPLORATION CLUBS

Many students may benefit through career guidance and counseling that may be offered in a "club" setting. Career clubs such as Future Business Leaders of America and Future Nurses of America are organized ways of expanding opportunities for students who have already decided on an occupation. However, a club program aimed at encompassing a variety of occupations might be helpful to other students still investigating their interests and abilities as they relate to the world of work. Career clubs can provide students, especially those not "goal" oriented, with experiences that may help them identify career directions. These programs should be open and made available to all students. Planning should include:

A. An invitation to all students to participate and join the club.
B. Development of a broad based program of information, experiences and discussions according to needs and interests of students.
C. Development of goals to include expansion of self-knowledge, occupational interests, appreciation of relevancy of school to work and identification with educational programs.

PUBLICIZING THE JOB PLACEMENT PROGRAM

A varied publicity program can strongly influence the success of the placement service, and several avenues of media communication must be considered. Meetings and discussions with community businesses, industries, organizations and agencies should prove beneficial. The goal of such a publicity program would be to create an atmosphere in which employers would feel confident in telephoning employment opportunities directly to the placement service at the school. Presenting the placement service message to the public might include the following:

A. Newspaper articles.
B. Presentations at meetings of community organizations and business clubs.
C. Communication with school personnel.
D. Regular memos and notices to employers.
E. Publication of local pamphlets and booklets.
F. Radio spots, tapes and audiovisual aids.
G. Communication with students via clubs, newsletters, bulletin boards and newspapers.
H. Inform parents of school children by developing and maintaining communications relative to work experience process and related activities through PTA, newsletters and personal contact.
I. Contact parents when possible and/or necessary regarding job experience.

SUMMARY

Success in the development of an effective job placement service model hinges on the ability of the local school district to adapt the foregoing guidelines to fit its own situation and meet the specific needs of its students and community. The following characteristics are recommended for consideration in the program development:

- Support of the board of education and school administration.
- Cooperation between the school placement service and local employment agencies.
- Abundance of *current* occupational information.

- Cooperation between counselors and teachers.
- Adequate office facilities, space and clerical help.
- Communication and cooperation with labor unions.
- Organization and utilization of an advisory committee.
- Integration of placement service as an integral part of the school guidance program.
- Development of an active public relations system.
- Visitation to employers and student employees.
- System of evaluation and follow-up for graduates and dropouts.
- In-service training of counselors, selected teachers, community representatives, students and parents.

As indicated in this section, coordination with teaching staff, counselors, vocational coordinators and community agencies is essential if placement is to serve all students.

Model Program Abstracts

The following abstracts relate the efforts of five local school districts which have initiated job placement programs. These districts have addressed themselves to placement of students in part-time and/or full-time employment. Part-time employment assisted the students in exploring their abilities and interests and provided motivation for them to make meaningful high school or post-high school career decisions. Graduating seniors and early school leavers are served through placement in full-time employment when this is desired.

The basic purposes of these programs are two-fold: (1) to provide a transition from school to work for all young people leaving the public schools, and/or (2) to place students in work experiences as a part of or as a result of their education.

MODEL 1: The Placement Counselor in the Guidance Department Project: **CASIS**

SCHOOL DISTRICT: Lakewood High School
Lakewood, New Jersey

CONTACT PERSON: Robert Kirschner

PURPOSES:

1. Cooperate with, coordinate and expand existing school guidance services and resources into an integrated program of placement and vocational counseling appropriate for Grades 9-12.

2. To evaluate both the information from employers and the reactions of students and former students to employment, as a source of valuable feedback for curriculum updating and development.

3. To provide motivation to the student to continue education and to work to his full potential. It should serve the individual in terms of his educational, economic, social and personal needs.

4. To help fill curiculum gaps represented by students not in goal-oriented programs, who may need or seek further help so that they may attain a higher degree of self-realization, as well as to provide services for goal-oriented students.

5. To serve as a means of developing and testing attitudes, values, abilities and aspirations.

6. To provide, through job placement and related planning, education relevant to problems hampering the student's productivity.

7. To establish inservice programs on a local basis with related staff members.

8. To give vocational counseling on an individual or group basis whenever asked for or needed.

ACTIVITIES:

1. Voluntary job registration of all students of the Lakewood School System over age 14 and most

recent graduates and dropouts.

2. Job guidance, placement and personalized follow-up of the above. Placements are of a part-time, temporary, vacation or permanent nature based on the individual's needs, desires and opportunities for employment. Counseling is provided prior to and after job placement.

3. Solicitation of job openings by personal visitation to employers, telephone and mail

4. Setting up and keeping the required forms, procedures and records in a placement office.

5. Conference with counselors, teachers, parents and administration.

6. Ninth and tenth grade assembly talks given at the beginning of the school year to explain the objectives of the placement office and how and when the students can be helped by it.

7. Visitation to senior English classes to explain their future relationship with the school through the placement service and to give them a view of what might be in store for them at graduation.

8. Orientation of new teachers to the objectives of the placement office and how, with their aid, a better teaching situation can be established by classroom teachers for all concerned. At times, the placement counselor is called upon by classroom teachers to talk to their classes regarding vocations and related problems.

9. Receipt and evaluation of a continuous flow of current occupational materials. These are filed, exhibited or passed on to the various places in the school system where it is felt the information will be helpful – to counselors, librarians, department heads, administrators and teachers.

10. Developmental group guidance on job findings.

11. Coordination of the Lakewood High School Career Conference Program. This is a cooperative effort with civic and service organizations of Lakewood.

12. Interviews – average of six per day. Placement – one per day.

13. Compilation of *Job Directory on Who Employs Our Students.*

14. New releases to area newspapers explained the program and introduced the placement coordinator to the community. At the same time an occupational survey was made to find out about job opportunities in the community.

15. Senior students were informed by personal visits to their homerooms of what the placement service could do for them.

16. The aid of the Interact Club and the Chamber of Commerce was solicited to make an expanded occupational survey.

17. After students were placed, follow-ups began. Follow-ups included visits to the home to seek remedies for the students' problems. Home visits were productive in setting up a pattern for school-home communications.

18. To date, 100 Lakewood students have been placed on jobs.

19. Group guidance activities related to job finding techniques were planned in cooperation with the English department.

20. In cooperation with the guidance staff, preparation of a resource book on community services.

21. Job development in the Howell, Lakewood, Brick, Manchester and Toms River area for part-time jobs.

22. Summer jobs and permanent jobs for seniors were widely advertised in school.

MODEL 2: Placement – A Real Service To Youth

SCHOOL DISTRICT: Baltimore City Public Schools
Baltimore, Maryland

CONTACT PERSON: Lillian Buckingham

Baltimore was one of the pioneers in the guidance movement that recognized that students of all levels needed assistance in transferring from school to work world for at least a year until they were surer and more competent to adapt themselves. Placement, begun in 1928, was seen as an extension of guidance. This move was predicated on a belief in the real worth of an individual and his right to make his own choices and decisions. Unless proper guidance is provided, some individuals are apt to make decisions which result in a waste of ability. Placement, as the end product of *readiness* for vocational planning, focused its thrust not only on helping youth enter chosen fields but also on providing employers with a source of qualified applicants.

Since preparation for work is an essential function of the educational system within the Baltimore City Public Schools, youth must be furnished with knowledge of skill for jobs. Educational programs must deal with the problems of preparing youth for initial work experience. Within the total instructional program, adequate provisions must be made for students to gain insights, make self-appraisals and determine their courses of action in an effort to reach a point of vocational maturity. Therefore it is essential that an organization function to disseminate information about occupational information, labor conditions, educational qualifications and workers' characteristics, providng a variety of choices so individuals may be assisted in decision-making.

An added strength to the comprehensive placement of students (part-time, temporary, summer and permanent employment) was the interlocking of all work programs in special education, general education, vocational and business education under one unit. It consists of cooperative work-study, work experience and placement. In the employment centers and individual schools, the coordinators are responsible for the total program development of all work-study and placement programs in cooperation with the teachers, counselors and administrators. Last year there were 65 programs in 32 schools. Over 2,000 students participated in the program. They worked approximately 900,000 hours and earned over $1,600,000. Approximately 80 per cent of these work-study positions lead to permanent placement. The goal of job-oriented programs is to ease the gap between school life and the working world. At present the break-down of programs is business education, trade and industry, special education, general vocational and work-experience. Through the efforts of a voluntary council in the last two years, great strides have been made in opening doors to secure jobs for students in both the vocational and general acedemic area.

Youth is reached by a variety of methods through school, news media, displays and referrals by teachers. All potential graduates are encouraged to register for placement. All who withdraw from school not only see their counselor but also the coordinator in the employment center.

All students who seek part-time or temporary employment fill out applications for jobs. Since many in the city are disadvantaged and need funds to continue their education, the counselors and placement coordinators work cooperatively to identify these students. A cooperative system has been initiated with social services to identify disadvantaged students who meet federal guidelines for the various funded programs. These students are interviewed, prepared for and referred to the jobs with follow-ups of progress on the job.

Coordinators and counselors arrange for career days, career fairs and talks at various career clubs with employers as consultants. Teachers request placement coordinators to talk to their classes about various careers, trends and preparation. Job clinics are organized to prepare youth for interviews with employers, completing applications, various qualifying tests companies use, and general information such as locating companies, how to act in situations that are common to most beginners, salaries, etc.

In order to keep abreast of current job openings, the placement coordinator is in constant contact with employers by phone or mail. Personal visits to the employer are a must! The employer and the coordinator meet to discuss changing job patterns, requirements, various questions about company and school policies, programs, the types of openings in his company and some of the problems that the student may encounter. If the company is participating on a cooperative training program, he welcomes the interest and the additional aid of the coordinators.

The placement division maintains a close relationship with all civil service units, Chamber of Commerce, various personnel associations and a variety of businesses. Calendars for nonconflicting dates of testing by these large units are arranged so that students may apply to take all tests.

An added dimension to the placement service is the assignment of a coordinator to the Job Bank of the Maryland State Employment Services. The coordinators stationed in the schools were instructed in the system's approach to job information. With the blend of the two services, a cooperative venture to use the Job Bank Book for summer jobs for dropouts and graduates is proving advantageous to all concerned.

The successful placement of each individual is based on a personal interview of each applicant, whereby the coordinator seeks to determine the interests and vocational preferences of the student in relation to his abilities. A complete record is made of the student – his intelligence, achievement and any special aptitude tests, his character traits, work experiences, extracurricular activities and notes made of his strengths and needs. If the interviewee is undecided or unaware of his abilities, the coordinator may refer him to additional tests, his counselor or the library for occupational materials. Every effort is made to make placement a personalized service both to the youth and the employer.

When the employers' orders are made, the coordinator attempts to match students' requests with employers' needs. Referrals are given to the student with guidelines for making appointments and conduct during interview, as well as answering general questions. The student is instructed to report back the outcome to the coordinator. If he fails to secure the job, the coordinator continues to work with his client; frequently this requires a year.

The primary purpose of placement is to help our students toward making the best occupational choice or adjustment. The information gained concerning occupational opportunities, labor conditions, educational qualifications and worker characteristics are valuable in counseling youth, in establishing stronger links between education and the employment world and in revising curriculum to meet the needs of all youth. Three outstanding values derive: one to the student to help him find his place in employment, one to the employer who has the responsibility to help and to be involved

and a third to the community, which as a whole benefits through optimum utilization of our most precious resource, the human being.

MODEL 3: Career Guidance and Placement

SCHOOL DISTRICT: Washoe County School District
Reno, Nevada

CONTACT PERSON: Richard A. Wright

Placement service offers the opportunity for all students to put to use the knowledge that they have gained over the last 10 to 11 years. Placement can be used as the motivator for students to continue if they can see the "greyhound" (themselves) catching the "rabbit" (future plans) at the end of the education race. Not to be overlooked is the fact that placement is an excellent vehicle for public relations, improving the public image of the school by extending the educational process into the community. Placement offers an area in which accountability can easily become a part of the regular counseling program. The reason for this can be stated as follows:

1. Placement makes the successes of the guidance program visable (to the community, private and public).
2. A place for actual individualization based on the specific needs and wants of each student.
3. Provision for the selection of an appropriate guidance activity and evaluation of the effects of that activity.

Placement service is an excellent vehicle for public relations, improving the public image of the school.

Placement involves three areas: job, educational and social placement, although in our model vocational and educational placement will receive the most emphasis. Social placement may be seen as an essential part of vocational and educational placement, assuming that it is agreed upon that career-choice is the implementation of the self-concept. Vocational placement can take place in many different settings, for example: work-study; cooperative vocational education; part-time employment for students who need financial help to complete high school; summer employment; volunteer placement for experience in the work world when paid work experience is not readily available, and post-secondary placement.

Recent literature alludes to the fact that a percentage of the dropout group should actually be termed as "push-outs" or victims of an outdated educational system. Careful educational placement will, or should, aid the school in retaining potential "dropouts" by providing them with education or curriculum or experiences that they see as being relevant to their own unique goals.

Structured experiences for the students will be handled in conjunction with the classroom teacher. Specific subject matter areas lend themselves better to specific instructional activities. Cooperative effort in planning with the teacher where various placement activities fit best into the curriculum will go far in seeing that the placement program is successful.

In the developmental stages much more time will need to be spent in the structured experiences area with all involved personnel – community agencies, employers, school staff, students and higher educational and training institutions personnel in the area.

The placement coordinator will conduct "job clinics" for both the students and teachers. Topics for the job clinics might include personal appearance, filling out job applications, writing a resume, interview behavior, initial employer contact, telephone manners, labor laws and use of government services.

A close working relationship needs to be developed with the Employment Security Division in the local area. As a part of this, the placement coordinator will spend at least one summer working for the Employment Security Division to obtain experience and knowledge about the local labor market as well as to develop a working relationship with the agency. By being knowledgeable about the services already provided to youth in the area, duplication of services can be eliminated. Wise use of referrals will enhance the opportunities of success for each student.

Out-reach activities are continuous in letting the student know what is available. However, it must be kept in mind that the placement program does not emphasize recruitment; rather the emphasis is on the individual. It seems fitting to mention that the placement service, as proposed here, is continuous and students who have dropped out can still make use of this service.

Public information and community relations are self-explanatory. The placement coordinator will be available to speak to community service clubs – time needs to be devoted to the development of a presentation that would encompass the total career guidance and placement services of the school. An advisory committee will be developed from the work and education community.

Staff development sessions will be used for the purposes of developing a good working relationship with all school personnel. Indoctrination of teachers with the philosophy of the placement service will take place through instruction in the underlying theories of career choice and by stressing that placement service is for all students and includes all types of placement – educational as well as employment placement.

The follow-up of students placed will occur at a six-month and one-year interval. The use of a short questionnaire, and personal contact when feasible, can be used for evaluation and improvement of the program.

At this point placement can be visualized as the end-product of the career education/guidance system where the student is able, as a result of developing a capacity to make and execute decisions, to synthesize all prior knowledge and experiences to develop a personally satisfying life style that combines both work and leisure.

MODEL 4: Introduction and Implementation Plans for Job Placement Program at Sprayberry High School

SCHOOL DISTRICT: Cobb County Public Schools
Marietta, Georgia 30060

CONTACT PERSON: Farris Foresman

The job placement service represents one facet of the career development program for secondary schools. It is presented as a service to assist students in gaining an educationally oriented job placement opportunity. The immediate goal is *total* placement of all students desiring work – whether they are vocational or general program students or whether they are seeking full or part-time employment. A pilot program is being initiated this year to offer special assistance to handicapped individuals through a vocational-educational awareness program.

Designed to assist each student in gaining a job that best meets his needs, interests and abilities, the placement service at the same time allows the student to consider numerous alternatives for making an occupational choice.

The service is a three-stage sequential procedure for developing, implementing and assessing the effectiveness of placement services in the Cobb County Public School System.

Stage I concerns the development of the placement service to include:

1. Orienting the community to the job placement service and establishing communication lines with manpower agencies and personnel managers for placement purposes.
2. Developing a master list of all potential employers.
3. Orienting counselors and work/study coordinators to the placement service.
4. Establishing rapport with the administration and faculty of each high school and keeping them informed of the placement service.
5. Developing a newsletter format for counselors, teachers and principals containing information about job availabilities.
6. Maintaining an updated employer list.
7. Handling special student referrals from counselors.
8. Assessing existing placement efforts and attempting coordination of same for a total placement program.
9. Developing a follow-up system of students placed.

Stage II focuses on the implementation of a placement program capable of meeting the total student population needs. Points of consideration are:

1. Establishing a centralized agency to coordinate the existing placement efforts and to bring student needs and community job availability together.
2. Providing opportunities for personal growth experiences for individual students in areas relating to job placement and student interests, skills and abilities.
3. Giving personal assistance to students with special needs and working for training programs for special situations.

Stage III will entail a continuous effort toward the evaluation of the placement service:

1. Determining the effectiveness of the placement service.
2. Identifying areas that need improvement and initiating methods of improvement.
3. Utilizing any available information on placement and evaluating its effectiveness on the placement service in Cobb County.

MODEL 5: Guidelines for Placement Services and Follow-Up Studies

SCHOOL DISTRICT: Sarasota County Public Schools
Sarasota, Florida

CONTACT PERSON: Jack Dale
James R. Preston

This district-wide plan is issued in compliance with the Florida State Department of Education's "Guidelines for Placement Services and Follow-Up Studies.":

> *Pursuant to Chapter 73-235, Laws of Florida, and Section 6A-6.71(4), State Board of Education Regulations, the school board of each district shall insure that organized placement and follow-up services are established and maintained to assist all students graduating from or leaving each secondary school and each area vocational-technical center in the district. The services of guidance counselors and occupational specialists shall be liberally used in providing these services.*

The specific objectives of the placement and follow-up component of the county career education

model are to provide all students leaving the model's programs with assistance in securing placement that is compatible with their long-term career development plans and to conduct systematic follow-up studies for the purpose of gathering information to objectively determine unmet needs and to analyze the effectiveness of the instructional program in completing its stated goals and objectives.

PLACEMENT COMPONENTS:

1. *Population to be Served*

Placement services shall be provided to all school graduates or leavers from each secondary school and our area vocational technical center. This plan shall include postsecondary programs administered by the school district.

2. *Areas of Placement*

Placement services will consist of educational, gainful employment or a combination of both. Areas of placement may include, but are not limited to, the following:

Occupational Employment
College or University
Area Vocational-Technical Center
Apprenticeship Training
Adult Evening School
Military Service
Private School
Industrial/Business Training Program
Alternative Educational Programs such as:
- New Directions
- Cross Roads
- Booker Downtown School

3. *Implementing Placement Services*

The procedures which provide the placement services may include, but are not limited to, the following activities:

Initiate employment placement contract with local Florida State Employment Service officials for use of the Job Data Bank.

Make workshop arrangements to have specialists trained and certified for use of the Job Data Bank.

Integrate exit interview format into guidance department withdrawal system to initiate a placement function.

Assist in the planning and implementing of school career days.

Assist in coordinating a county career night (postsecondary educational placement).

Initiate and assist occupational specialists in conducting a local employer survey. Use contacts for year-end employment placement and add to previous resources.

Conduct a pregraduation survey of all seniors to identify those needing placement assistance.

Contact all students requesting placement assistance (educational and employment) and make efforts to assist them.

Abstract relevant placement information for dissemination to occupational specialists and guidance counselors.

Serve on the district level as liaison with all educational institutions, employers, their associations and agencies in which students are likely to be placed.

4. *Duration of Services*

It shall be the policy of the Office of Placement and Follow-Up to provide placement services for at least one year after the student has graduated from or left the Sarasota County Public Schools.

It is the philosophy of the Placement and Follow-Up staff, as a service-oriented program, to assist any Sarasota student, graduate or leaver at any time, regardless of status, for as long as possible within our resources.

5. *Collection of Data*

The following instruments will be used for recording placement information:

Form 508-A, Job Data Bank Information
Exit Interview Format
Pregraduation Survey
Local Employer Survey
Vocational-Technical and Adult Education Student Follow-Up Survey
Vocational-Technical and Adult Education Employer Follow-Up Survey
Placement and Follow-Up Student Follow-Up Survey

6. *Analyses of Data*

A final report of the effectiveness of placement services provided to students will include school and educational program deficiencies identified by the placement information. At the same time, a concerted effort will be made to identify those processes that contribute most effectively and efficiently toward meeting the stated goals and objectives of the placement components. This report will be submitted no later than June 30, 1975.

Additional written reports will be forwarded to the school board as deemed necessary and/or requested.

***FOLLOW-UP COMPONENTS:**

1. Types of Follow-Up Studies
2. Population to be Followed-Up
3. Schedule for Conducting Follow-Up Studies
4. Analyses and Evaluation

*For information write Jack Dale, Sarasota County Public Schools, Sarasota, Florida 33580.

Placement Service Records

Records are essential in the job placement program. These records must include information about students who want jobs and about employers who have jobs for students. They must be developed and organized to facilitate the matching of employees and employers. This information will also serve as essential data for the placement service program's evaluation.

The organization and maintenance of records should be a part of the total job placement service to keep pace with the program's development. The type of records and the way in which these records are organized and maintained depend upon each school district's unique needs.

To assist coordinators in the initial development of a job placement service, several forms used by other programs are included as samples. Coordinators should adapt these forms to serve the needs of their specific program.

School _____

STUDENT PERSONNEL SHEET

Print All Information

Each student in the senior class is asked to complete the following and return to the placement coordinator.

1. Name _____ 2. Social Security No. _____

3. Homeroom No. _____ 4. Address _____

5. Phone _____ 6. Date of Birth _____ 7. Curriculum _____

8. Guidance Counselor _____

9. Plans following graduation

- ☐ Full-time permanent employment
- ☐ Further education (explain) _____
- ☐ Full-time military service (branch) _____
- ☐ Other (explain) _____

10. My employment picture

- ☐ I need help in finding a full-time job for after graduation
- ☐ I am or will be on a work-study program
- ☐ I need help in finding part-time work as a _____
- ☐ I would like a summer job in 1974

SCHEDULE

Time	MONDAY Subject: Rm.	TUESDAY Subject: Rm.	WEDNESDAY Subject: Rm.	THURSDAY Subject: Rm.	FRIDAY Subject: Rm.

Signature _____ Date _____

STUDENT APPLICATION FOR EMPLOYMENT

School _____ Permanent ☐

Grade _____ Temporary ☐

Social Security No. _____ Part-time ☐

Name _____ Date _____

Address _____ Zip Code _____ Telephone _____

Date of Birth _____ Age _____ Height _____ Weight _____

Type of Work Desired (check several)

☐ Baby Sitter	☐ House Cleaning	☐ Stenographer
☐ Check-out Clerk	☐ Ironing	☐ Stock Clerk
☐ Curb Hop	☐ Machine Operator	☐ Typist
☐ Errand Worker	☐ Messenger	☐ Waitress
☐ Factory Worker	☐ Office Machine Operator	☐ Yard Work
☐ General Office Clerk	☐ Sales Clerk	☐ Other

If part-time, specify number of hours each day you would like to work:

Mon._____Tues._____Wed._____Thurs._____Fri._____Sat._____Sun._____

Fill out information above double line

Counselor's Comments and Impressions (rate low – average – high)

Attendance _____	Gen. Ability _____	Neatness _____	Typing _____
Emotional Stab. _____	Initiative _____	Reliability _____	Stenography _____

STUDENT INTERVIEW NOTICE

Name of Student	Homeroom	Date of Issue

Your interview has been scheduled for _____ (date) at _____ (time). Think through your employment preferences and your strengths and come prepared for a business interview.

Please get approval of the teacher to whom you are assigned for this time and have him sign below.

Bring this pass with you. If you cannot appear at the scheduled time, write the reason on the back of this pass and leave it in the placement coordinator's basket. You will be scheduled for another time.

_____ _____

Approved by Placement Coordinator

_____ (Location)

EMPLOYER INTRODUCTION

M _____

_____

_____

Phone _____

Job Opening _____

This will Introduce _____

School _____ Age _____

Course _____ Grade _____ Date _____

We shall be glad to discuss this applicant with you.

_____

Counselor

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Dear Student:

Since you are leaving school, the placement service would like to help you find a job, if that is your desire. In order to do this, we will need some basic information. When you have answered the questions, please leave this sheet with the placement service coordinator.

1. Name _____ 2. Social Security No. _____

3. Address _____ 4. Zip Code _____ 5. Telephone _____

6. Date of Birth _____ 7. Age _____ 8. Sex ☐ M ☐ F

9. Course _____ 10. Highest Grade Completed _____

11. Driver's License ☐ Yes ☐ No 12. Height _____ 13. Weight _____

14. My Employment Picture

☐ I need help in finding a full-time job.

☐ I already have a full-time job.

Name of Company _____

Address of Company _____

Type of Work _____ _____

15. If you would like to arrange for an interview at a later time, call _____,

_____ (phone), we would be delighted to help you.

Date _____

Dear _____ :

You are registered with your school placement service, but we have not heard from you recently and are interested in knowing what you are doing. Will you give us the information on the attached card and mail it at once? Thank you for your cooperation.

Very truly yours,

- - - -

Date _____

My dear _____ :

This service placed you with _____ as

a _____ in _____ .

We are interested in hearing from you at this time. Will you answer the questions on the attached post card and mail it at once? Thank you.

Very truly yours,

_____

Placement Coordinator

- - - -

Employer Name _____

Firm _____

Address _____

Dear _____ :

In order to help us determine how well we are counseling and placing the youth of the public schools, it is our policy to follow up, at regular intervals, all boys and girls placed by this service. May we ask you to give us the following information concerning this employee?

1. Name _____ Position _____
2. School _____ Date Placed _____
3. Is (he, she) still in your employ? ☐ Yes ☐ No
4. Has (he, she) had a promotion? ☐ Yes ☐ No
5. Has (he, she) had a salary increase? ☐ Yes ☐ No
6. How would you rate (him, her)?

Work:	☐ Excellent	☐ Good	☐ Fair	☐ Poor
Attitude:	☐ Excellent	☐ Good	☐ Fair	☐ Poor

7. If (he, she) is no longer in your employ, when did (he, she) leave? _____

   May we ask the reason? _____
8. May we have any additional comments which you desire to make concerning this employee?

   _____

   _____
9. Is there any way in which we may be of further assistance to you? _____

   _____

Very truly yours,

_____
Signature

_____
Placement Coordinator

_____
Date

Employer Follow-up Form – 6 Months

Student Name _____

Address _____ Graduation Date _____

School _____ Withdrawal Date _____

Dear _____ :

This service placed you with _____

as a _____ during _____ .

1. Are you still with this firm? ☐ Yes ☐ No
2. Have you received a promotion? ☐ Yes ☐ No
3. Have you received a salary increase? ☐ Yes ☐ No
4. If you are no longer with this firm, when did you leave? _____

   May we ask the reason? _____

   _____

5. May we have any additional comments which you desire to make? _____

   _____

6. If we can be of any further assistance to you, please call us at Hopkins 7-4000.

Very truly yours,

_____ _____

Signature Date

Student Follow-up Form – 1 Year

SUMMER SURVEY SHEET

Name _____ Phone No. _____
Last First Middle

Address _____ Zip _____

Date of Birth _____ Age _____ School No. _____ Grade _____

Did you work during the summer? _____

Where did you work?

Name of Company _____ Phone No. _____

Address _____ Zip _____

How did you find your job? _____

_____

Did you like your job? _____

What did you do on your job? _____

_____

What time did you report to work? _____

How many hours did you work per day? _____

How much money did you earn per hour? _____

Would you like to work there on the work-study program? _____

Do you think the employer would like for you to return to work? _____

_____

_____

EMPLOYERS' REQUESTS

Permanent ☐
Temporary ☐
Part-time ☐

Name of Firm _____ Date _____

Nature of Business _____ Phone No. _____

Address _____

Person Calling _____
First Name Last Name

Refer to _____
First Name Last Name

JOB DESCRIPTION

Title _____ Work Done _____

Number of Openings _____ _____

Salary _____ _____

Age _____ Personal Qualifications _____

Education _____ _____

Hours _____ _____

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